GLENDALE UNION HIGH SCHOOL DISTRICT
PRINCIPAL PERFORMANCE EVALUATION

Principal's Name: _____   School: _____   Evaluator: _____

Date: _____

Number of years Administrator has been in this assignment: [   ]

Number of years Administrator has been an Administrator: [   ]

Evaluation Model:

The principal and superintendent will independently prepare draft ratings and comments, then discuss the findings to reach a single rating, refine comments and identify growth goals to be reflected in the summative evaluation. A mid-year formative evaluation conference will be conducted to assess progress and needed support.

Principals will be evaluated based on how effectively they demonstrate performance on the five administrator leadership proficiency standards. For each standard, principals will be given specific comments on strengths and development areas and a rating. Progress towards meeting school performance targets will also be documented. As part of the evaluation process, the superintendent will define a forward-looking development plan for each principal based on the overall assessment of strengths and development needs in all standards.

Data to be used in the formative and summative evaluations will be derived from a variety of sources including, but not limited to, national/state/district/ school student data systems, survey data and local school data. This data will be used to support the ratings in each category. Unique factors that may have affected the data may be taken into consideration by the superintendent.

GUHSD Principal Performance Evaluation

<u>Rating Scale:</u>

The evaluation uses a five-point rating scale: Distinguished – Highly Proficient – Proficient – Basic/Beginning – Unsatisfactory. Principals are given a rating on each of the five leadership proficiency standards. The Principal evaluation rubric is used to assess the individual's performance appropriately for each standard. The expectation is that principals will strive to meet the standard on all proficiencies over time. Distinguished ratings should be reserved for truly outstanding performance at the level of role model. Early in a principal's career it is expected that they will be rated basic/beginning on multiple standards. Principals leading schools with lower performance but strong improvement may receive comparable scores as principals leading schools with higher performance and lower improvement.

Distinguished:	Highly Proficient:	Proficient:	Basic/Beginning:	Unsatisfactory:
The principal at this level of performance is a master administrator. He/She is an integral part of his/her campus and community. This principal assumes responsibility for leadership duties and has a high level of positive visibility. The principal continually strives to remain current with educational research and willingly initiates innovative practices. Above all, his/her campus operates at a qualitatively different level consisting of a community of learners with students and staff highly motivated and engaged and assuming considerable responsibility for their own learning.	The principal has mastered the concepts and implements them consistently and flexibly with a high degree of skill. The principal can transfer this high level of performance to any changes in assignment or duty.	The principal clearly understands the concepts underlying the areas and is able to implement each consistently. Skills may often be exhibited but are not routinely practiced.	The principal can articulate the concepts in each of the areas. Implementation is sporadic, intermittent, not entirely successful. Some growth is evident in some of the components of each area.	The principal cannot yet identify or articulate the fundamental practices associated with each area. Administrator practices may raise questions as to the safety and/or well-being of their campus or students. Principal does not show consistent growth toward achieving basic levels of performance in one or more of the performance areas associated with each area.

GUHSD Principal Performance Evaluation

STANDARD I – Leadership for Results: *Sets instructional vision, ensures focus, alignment of SMART goals, models leadership behavior to build support among staff and drive fidelity of implementation.*
Data Sources: ___ AIMS data ___ AYP data ___ AZ Learns label ___ district assessment data ___ student achievement index ___ graduation rate ___ freshman failure rate ___ dropout rate ___ AP enrollment and test data ___ SAT/ACT data ___ school effectiveness survey data from faculty ___ school SMART goal document

Sets instructional vision, ensures focus, alignment of SMART goals. Clearly communicates the school's instructional focus and expectations for practice.
- Leads annual cycle of inquiry to understand and develop both district and school goals with staff and community, based on student data.
- Establishes meaningful SMART goals in collaboration with assistant principals, department chairs and faculty.
- Aligns curriculum, instruction, assessment and professional development.
- Effectively leverages district supports to implement instructional strategies.
- Effective planning and execution enables clear linkage between actions and progress towards improving student achievement and closing the achievement gap.

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

Models leadership behaviors to build support among staff and drive fidelity of implementation.
- Effectively builds structures to share leadership; develops strong assistant principals and teacher leaders capable of assuring administrative responsibility.
- Builds collegial community based on trust and caring.
- Constructively responds to challenges and setbacks, willing to admit error and learn from it.
- Constructively handles dissent from subordinates, tolerates different points of view, demonstrates emotional self-control.
- Demonstrates integrity in meeting commitments and making decisions.

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

RATING: I. Leadership for Results. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished (10) ☐   **Highly Proficient** (8) ☐   **Proficient** (6) ☐   **Basic/Beginning** (4) ☐   **Unsatisfactory** (0) ☐
Range: (17-20)   (13-16)   (9-12)   (4-8)   (0)
REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GUHSD Principal Performance Evaluation

STANDARD II – Effective Teaching and Learning: *Monitors and supervises instruction, supports teachers to achieve high expectation for all students.*
Data Sources: ___ AIMS data ___ AYP data ___ AZ Learns label ___ district assessment data ___ student achievement index ___ graduation rate ___ freshman failure rate ___ dropout rate ___ AP enrollment and test data ___ SAT/ACT data ___ school effectiveness survey data from faculty ___ PLC progress evaluation data ___ school-level professional development plan

Develops a community of adult learners that is driven to improve student learning for all students.
- Promotes and protects time for examining instruction and student work.
- Provides opportunities for teachers and staff to assume leadership roles within school; promotes collective responsibility for learning of all students.
- Creates a culture of shared practice by establishing routines of teachers observing each other.
- Demonstrates deep understanding of strengths and needs of all student communities, puts in place resources and supports to build competency of staff to meet those needs.
- Balances needs of different student groups, while advocating for the needs of all students.
- Ensures that teachers learn and use principles of learning and models of teaching that motivate all students, particularly under performing and disengaged students.
- Builds a culture where race, ethnicity and socio-economic status are not a predictor of success or failure.

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

Holds teachers accountable for instructional performance.
- Ensures academic rigor and high expectations for student performance in every classroom.
- Co-constructs professional learning goals with individual teachers.
- Regularly conferences with individual teachers about their practice and provides on-going constructive feedback.
- Regularly visits classrooms to observe instruction; leads teachers and other staff in observations and small inquiry groups.
- Demonstrates an understanding of academic rigor across content areas and increases instructional expertise among faculty.

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

RATING: II. Effective Teaching and Learning. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished (10) ☐   **Highly Proficient** (8) ☐   **Proficient** (6) ☐   **Basic/Beginning** (4) ☐   **Unsatisfactory** (0) ☐
Range: (17-20)   (13-16)   (9-12)   (4-8)   (0)

REVIEWER OBSERVATIONS: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GUHSD Principal Performance Evaluation

STANDARD III – Continuous Learning Ethic: *Evaluates the impact of instruction on student learning, creates culture of continuous professional growth.*

Data Sources: ___ school-level professional development plan ___ summary of personal professional development,
___ sample of department chair agenda ___ school effectiveness survey data

- *Develops a school-level professional development plan that builds expertise to achieve all SMART goals.*
- *Implements targeted professional development that builds expertise and promotes high expectations for all students.*
- *Leverages experienced faculty and teacher leaders' expertise in providing professional development.*
- *Participates in teachers' professional development sessions and ensures that time dedicated to professional development and common planning is effective, productive and has clear outcomes aligned with the SMART goals.*
- *Ensures teacher teams are in place to support ongoing analysis of student progress.*
- *Guides teachers to use student work to inform instructional practice, creating an environment of teaching as an open practice.*
- *Institutionalizes regular processes for reviewing and analyzing data.*
- *Ensures teachers use student data to review student outcomes and inform instructional practice.*
  - Analyzing relative performance of student sub-groups.
  - Leading teachers and staff in investigating/identifying factors leading to underperformance/success.
- *Regularly reviews data with department chairs, school councils, student support teams, and the school community.*
- *Takes initiative in planning and pursuing own professional development.*
- *Contributes and participates in district level initiatives, actively supporting colleagues in their development.*

RATING: III. Continuous Learning Ethic. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished (10) ☐   **Highly Proficient** (8) ☐   **Proficient** (6) ☐   **Basic/Beginning** (4) ☐   **Unsatisfactory** (0) ☐

REVIEWER OBSERVATIONS: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GUHSD Principal Performance Evaluation

STANDARD IV – Strong Partnership with Family and Community: *Engages staff, students and families to achieve continuous improvement in teaching and learning.*
Data Sources: ___ Parent Portal account activity data ___ parent satisfaction survey data ___ ELL parent involvement plan ___ Title I parent involvement plan ___ education planning conference data ___ site council schedule and minutes ___ patron tour schedule and guest list

Actively pursues development of partnerships with families and community to improve student learning.
- Provides families information and encouragement to enhance their capacity to support their children's learning.
- Effectively engages families, particularly those whose circumstances that may impede parent participation/support.
- Organizes and monitors opportunities for high-quality feedback to parents and students to occur on a regular basis.
- Engages parents and community in dialogue that focuses on accountability for student performance.
- Includes family members in school decisions through the school council, parent organizations and educational planning conferences.
- Ensures that staff are welcoming and resourceful in assisting parents, students and community.
- Conducts patron tour with a minimum of five community members.

RATING: IV. Strong Partnerships with Family and Community. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished (10) [ ]   **Highly Proficient** (8) [ ]   **Proficient** (6) [ ]   **Basic/Beginning** (4) [ ]   **Unsatisfactory** (0) [ ]

REVIEWER OBSERVATIONS: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GUHSD Principal Performance Evaluation

STANDARD V – Excellence in Service and Operations: *Creates a safe, supportive school climate, effectively manages operational, technical and staff issues to promote instructional progress.*
Data Sources: ___ updated information on ADE-HQ website ___ highly qualified report submitted to ADE ___ parent survey ___ student survey ___ faculty/staff survey ___ review of sample evaluations from each personnel group ___ bookstore audit ___ sample safety team meeting agenda

Use of resources.
- Guides school decisions to align all resources (people, time, talent, energy, money) to accomplish learning outcomes.
- Creates schedules, routines, transitions, and management strategies that support student and adult learning.
- Develops an operating budget for the school community to support student and teacher learning.
- Demonstrates understanding of the "big picture" and how resources are allocated.

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

Operational/Technical Management.
- Works to maintain the facility as a safe, healthy, and clean learning environment.
- Leverages available supports to ensure adherence to building standards and codes.
- Effectively manages crisis situations.
- Ensures that crises plan is updated and that annual training is provided to all staff.
- Demonstrates knowledge and facility with district and building IT systems, comfort with technology.
- Effectively complies with all district policies and administrative regulations, as well as state and federal mandates.
- Reports accurate student and personnel data for the school in a timely way.
- Identifies and adopts new technology tools as appropriate.
- Meets all timelines for information requested from district and state agencies.

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

Staff Management.
- Provides available supports to new teachers and staff members to maximize retention.
- Ensures that all faculty are appropriately certified and highly qualified as required.
- Ensures that all school employees receive high quality annual evaluations.
- Understands and adheres to contractual obligations, following legal and ethical requirements in relationships with employees.
- Follows all proper procedures in a timely manner related to employee discipline.
- Ensures that customer service training is provided as needed on an annual basis.

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

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RATING: V. Excellence in Service and Operations. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished (10) [ ]   **Highly Proficient** (8) [ ]   **Proficient** (6) [ ]   **Basic/Beginning** (4) [ ]   **Unsatisfactory** (0) [ ]

Range: (25-30)   (19-24)   (13-18)   (4-12)   (0)

EVALUATOR OBSERVATIONS: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GUHSD Principal Performance Evaluation

SUMMARY RATING SHEET: LEADERSHIP STANDARDS

STANDARD I: Leadership for Results. *Sets instructional vision, ensures focus, alignment of SMART goals. Models leadership behaviors to build support among staff and drive fidelity of implementation.*

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

STANDARD II: Effective Teaching and Learning. *Monitors and supervises instruction. Supports teachers to achieve high expectations for all students.*

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

STANDARD III: Continuous Learning Ethic. *Evaluates the impact of instruction on student learning, creates culture of continuous professional growth.*

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

STANDARD IV: Strong Partnerships with Family and Community. *Effectively engages staff, students and families to achieve continuous improvement in teaching and learning.*

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

STANDARD V: Excellence in Service and Operations. *Creates a safe, supportive school climate, effectively manages operational, technical and staff issues to promote instructional progress.*

Distinguished (10) ☐   Highly Proficient (8) ☐   Proficient (6) ☐   Basic/Beginning (4) ☐   Unsatisfactory (0) ☐

TOTAL: _____/ 50

GUHSD Principal SMART Goals Self Reflection

SCHOOL PERFORMANCE OUTCOMES:

SMART goals	What data points were measured?	What were the results? Did the school reach its goal?	Additional Comments

GUHSD Principal Performance Evaluation

Principal Development Plan:

List this individual's top three strengths and top three development needs. Identify recommended professional development activities or specific steps to support ongoing development and desired outcome.

Top 3 Strengths:
1.

2.

3.

Top 3 Development Needs: (Identify target outcome, timing and recommended support requirements.)
1.

2.

3.

Evaluator's Signature: _____   Date: _____

Principal's Signature: _____   Date: _____

Principal's Comments: (Optional, can be in response to any part of the review.)